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A resolution, also offered by Prof. Hewett, "That a committee of five be appointed to take into consideration the feasibility of uniting with the American Philological Society," was defeated.

The Convention here resumed its work on the papers presented, and, in the absence of Prof. Edw. S. Joynes, of South Carolina College, the Assistant Secretary read the communication sent in by him,

10. "On the progress of Modern Language study in the Colleges and Universities of the late Confederate States since the war (1860-1884)."

The study of the Modern Languages was so little known in the colleges of the South before the war, as the following statement will show, that it may be said with truth that the progress exhibited in this paper covers a little more than a decade—the years (since 1867-1876) of the restored autonomy of the Southern States, and of the reviving work of their educational institutions under the new condition of public affairs. Indeed, the results would have been only the more striking if 1870 instead of 1860 had been assumed as our starting-point of comparison; but they would not have been so significant.

Early in November I issued to forty-five colleges and universities of the late Confederate States—including all institutions of any prominence—a circular letter asking for information on the points hereafter noted. I regret to say that I have received only fifteen replies. The institutions from which returns are presented are the following:—The University of Virginia; Washington and Lee University, Va.; Roanoke College, Va.; Virginia Military Institute; Virginia Agricultural College; West Virginia University; Vanderbilt University, Tenn.; University of Arkansas; South Carolina College; Wofford College, S. C.; South Carolina Military Academy; University of Louisiana; University of Texas; South-western University, Texas; Austin College, Texas. Many of the institutions from which the most important returns might have been expected are, I regret to say, not reported: notably the University of North Carolina, the University of Tennessee, the University of Georgia, the University of Alabama, the University of Mississippi, etc. But I have good reason to know that their returns would only have confirmed the results reported.

It should be stated that some of the institutions here included have been founded since 1860. But this does not affect the value of the returns given. This fact is only a further testimony to the general awakening of education in the South since the war.

*Summary of Instruction in Modern Languages in fifteen Colleges and Universities in the late Confederate States.*

	1860.	1884.	GAIN.	GAIN PER CT.
No. of Professors of Modern Languages,* - - - - -	3	15	12	400
No. of other Teachers of Modern Languages, - - - - -	4†	15	11	375
No. of Students of Modern Languages, - - - - -	255	1210	955	370
Total hours weekly in Modern Languages, - - - - -	30	268	238	790
No. of Courses of Study for Degrees, including Mod. Langs., -	5	47	42	840
Total Years in any Modern Language required for Degrees. - -	6	36	30	500

These figures are remarkable. In fact they almost render comparison impossible by showing that the study of Modern Languages has found a recognized place in the higher education of the South only since the war, or—as has been already explained—within the last ten or fifteen years. When we consider the poverty and depression of the people of the South during this period, we must confess that the facts here exhibited are not only remarkable but extraordinary, and most encouraging.

In many, if not all, of these institutions the work done in Modern Languages would doubtless fall far below the highest standard. But this is due not so much to shortcomings in the colleges themselves as to the want of good preparatory schools in the South, and applies to Modern Languages only in common with all other departments in Southern colleges. The professors and teachers of Modern Languages in these colleges are, so far as I know them, men of high qualifications and of earnest purpose. The foundation at least is securely laid, and there is no reason to doubt that the work in this department will be advanced as rapidly as the condition of our Southern people may require or permit.

Much of the progress here exhibited is due to the general awakening of educational interest in the Southern States; much of it also to new and larger views of education in general—to enlarged and multiplied courses of study, and the relaxation of the old *curriculum*. But not a little is due directly to new views of the educational value and importance of the Modern Languages themselves, as shown, first, by the Faculties, and then in the progressive action of the governing Boards of Southern institutions. Of course such movements in official quarters are only responsive to a progressive change in the general public demand; but this demand is also greatly stimulated and extended thereby. On this point I may add some interesting facts within the limits of a single personal experience—interesting not from

\*The numbers here given represent for the most part students of German and French, or both. A few institutions report also Spanish. English is not included, although in some colleges connected with the department of Modern Languages—for the most part only temporarily, in consequence of want of funds. If English had been included, it would have exhibited like gratifying results.

†All in one institution, the University of Virginia.

their personal bearing, but because they illustrate the growth of opinion in influential quarters.

The first Chair of Modern Languages established in the South, so far as I know, after the war was (1866) in Washington and Lee University—then Washington College—Lexington, Va., under the presidency of General Robert E. Lee, whose large and prophetic mind foresaw the future as it recognized the present demands of Southern education. Yet, even under this great influence, these languages were admitted, as it were, only by sufferance. A special fee of twenty dollars, outside of usual tuition, was charged for each modern language, thus at first practically excluding them from the course of study. In a few years the growing demand overcame this restriction, and the modern languages were admitted into the regular courses, on equality with other branches.

In 1875 the Vanderbilt University was organized on a scale designed to represent the foremost progress of Southern education. Yet, in its first programme, only an Adjunct Professorship, with greatly reduced salary, was assigned to Modern Languages. But before the organization was effected, this was raised to the rank and pay of a full Professorship and, from the first, this department was one of the most prominent in the University, as now—still further subdivided—it is one of the most advanced in the South. From 1877-80 a like advancement and extension of the course of study in Modern Languages was made in the University of Tennessee. In 1882, in the reorganization of South Carolina College, only a Tutorship, on half pay, was assigned to Modern Languages; but when the Faculty was constituted, this department occupied a full Chair, and the Modern Languages were made requisite in all the courses of study appointed for degrees. These are only records of my own experience, given here as signs of a public progress; others of equal interest could doubtless be found in the recent history of other Southern institutions—as the University of Mississippi, for example.

Thus in the South all signs point to the gratifying progress of the study of Modern Languages in the higher education. Fifteen years ago these languages were hardly recognized in our colleges. Now there is not a Southern college of any prominence or pretensions that does not make provision, more or less extensive, for their study; and, gradually yet rapidly, they are taking their place alongside of the most favored requirements in our courses of study. This progress is supported by an intelligent and growing appreciation on the part of students and of the public. Wherever the elective system prevails, these studies hold their own and show, indeed, one of the largest of the rates of increase. The day of prejudice and depreciation, which I have witnessed, is now past. The right of the Modern Languages to a place in every scheme of liberal education, on an equality with the most important studies, is now recognized in every Southern college which aspires to a leading rank.

Remarks were made by several members of the Association on the interesting showing of this paper.

Prof. Worman, of Vanderbilt University, called the attention of the Convention to some striking facts in the development of educational interests throughout the South, speaking particularly of the writer's extensive experience in the different departments of the modern language work and of the great value of the data collected by him. In just that field where no statistics had been presented, the English, the author was probably able to judge better than any one else of the important drift of southern education.

The President of the Association being obliged to leave the Convention at this stage of the proceedings, Prof. Boyesen, on motion of the Secretary, was called to the Chair for the rest of of this meeting and for the following evening session. Prof. Elliott then read a short historical review, of

# 11. "The growth of the Modern Language Question in Great Britain and America during the last half a Century."

The discussion in its current aspect received its first impetus more than half a century ago when George Combe delivered a course of three lectures on "Popular Education" (1833), before the Edinburgh Philosophical Association.

In the first of this series, he combats the required study of Greek on very much the same grounds that President Eliot set forth in his address at the Eighth Anniversary of the Johns Hopkins University on the twenty-second of February, 1884; that is, the difference in the requirements of what shall constitute a liberal education to-day as compared with those that obtained in the XVI century, when Latin and Greek formed the chief staple of knowledge. The clear and well defined views brought out in these lectures soon gained so much favor that we see them pass through three editions within a decade and a half after they were delivered, and the author, in 1848, expresses himself with reference to the increased demand for them in the following manner: "I have been forcibly struck with the rapid progress made by the public mind since 1833, towards forming a just estimate, not only of the importance of education, but of its principles, objects, and practical development."

We must note just here in the beginning that this first attack upon the traditional creed of exclusive classicism was made in behalf of the Sciences (*not* of Modern Languages), and that it has been kept up on this line with varying fortune, but increasing bitterness, for the last